

Prospects for Tempus

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J7Run. ~~from~~ <sup>by</sup> Henry Wasser  
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Ladislav Cerych, senior adviser to TEMPUS, in writing about Western Europe in 1992 (1989 Cerych) has enumerated the significant areas in higher education for reference after 1992: curriculum, global and diversified system, institutional autonomy, responsibility, and responsiveness, competitiveness, equality of opportunity, continuing education, cooperation with industry, use of communication and information technologies, contribution to economic and social cohesion and to regional development and foreign language teaching and learning. He does not rank the items in this exhaustive enumeration. Although it would be useful for Western Europe and Community planning to establish priorities, it would be even more valuable to decide which of these areas should be dealt with now with respect to Central/East Europe. While TEMPUS has selected Poland, Hungary and Czechoslovakia as being sufficiently advanced for its program and the Federal Republic of Germany partly under the aegis of the Community has a plan, apparently controversial in its mainly absorption approach for higher education in its eastern lander, it is not clear what the immediate priorities are for Cerych's decalogue. (Cerych, 1989)

Some changes were predictable, even automatic - the elimination of catechistical Marxian ideological curricula, the rise of business and management programs and the demand for "state of the art" communication and information technology. The call for global and diversified system, economic and social cohesion, even regional development is not opposed, it simply requires vast input of resources. Indeed Western and Southern European higher education in these matters is still in the process of evolution and elaboration. It is inevitable that English would replace Russian as the second language in universities in Central Europe. Cooperation with industry, highly developed in most of Europe, is in the beginning stages in Central/East Europe where privatization has only begun. Similarly, continuing education has generally meant recurrent education through a life time to prevent obsolescence and adult education for cultivation and joy of learning. Neither can have much meaning at present for Central/East Europe in that technological development has been mainly static

and little leisure time has been available in the subsistence existence of the East.

Institutional autonomy, responsibility and responsiveness to economical and societal needs are relative. Where the West debates government intervention in higher education, at present, loosening government intrusion at the expense of increasing accountability controlled by the government - such argument has not hitherto been possible in the previously highly government controlled universities of the East. Flexibility of the relationship is only now seen as possible. Response to social needs not so diverse as in U.S. nevertheless appears in the West sensitive to market forces when compared to the previous highly bureaucratized central planning of the East.

Competitiveness among the universities in Western Europe is in motion, again slight compared to U.S. but significant compared to Eastern Europe. Examples are recent polls of attractiveness to students of German universities, the evolution of universities, and projects in government allocation of research budget in the United Kingdom. Mobility is substantially on the rise in the West, only commencing in the East and that with the aid of E.C.'s TEMPUS.

TEMPUS was designed, it is officially stated, in response to the needs in Central/Eastern Europe and is modeled upon but different from COMETT, ERASMUS, and LINGUA. It relates to activities at the level of higher education especially developing teaching capacities at universities and post-secondary institutions. These include various forms of education, training and retraining of teaching staff as well as relationships with partners external to education such as industrial and business enterprises and the development of curriculum.

Eligible for financial support are plans for study at higher education institutions involving acquisition of knowledge and skills by various categories of students or adult learners seeking further training. The exception is youth exchange activities which fall within the framework of TEMPUS even without a link to higher education.

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The essential aims of TEMPUS are, of course, to promote quality and support the development and evolution of the higher education systems in the countries of Central/Eastern Europe which are eligible for economic aid - Poland and Hungary in 1990-1991. TEMPUS will also be interested in a wide range of organizations, industrial as well as educational. The documents use the terms "industry" and "enterprise" to indicate all types of economic activity, public and local authorities, independent economic organizations, foundations and professional organizations.

The operating budget of the Trans European Mobility Programme for University Students (TEMPUS) was around 107,000,000 ECU's for 1990-1992 and limited to Poland, Hungary and Czechoslovakia. One expert observer has called it a species of high powered son of ERASMUS using as a kind of model the Marshall Plan Aid Programme in its objective to reconstruct higher education and develop particular skills in management, economics and technology for Central/Eastern Europe. (Neave, 1990)

A paradoxical circumstance that has arisen is that Central/Eastern Europe passionate for a market economy, a free enterprise system is receiving most of its help for restructuring its higher education system from the European Community which remains basically a bureaucratic system even in its higher education efforts. And bureaucratic distinctions have consequences even in this most recent initiative. For example, while continuing education and retraining at higher education levels falls within the TEMPUS scheme, they are subject to certain limitations in view of the complementary activities covered by the European Training Foundation. Nevertheless continuing education subsidy will serve to bring central and eastern European university teachers fully up to date with the latest state of knowledge in their field, and financial support will be provided to the universities to enable them to introduce or improve their structural capacities in continuing education especially with regard to cooperation with industry.

TEMPUS is actually to be coordinated by twenty-four Western nations. This "G24" group apart from E.C. member states includes the six EFTA countries and Turkey, U.S.A., Canada, Japan, Australia and New Zealand. They may be involved in various ways such as

exchanging information, coordinating national initiatives with TEMPUS, co-financing, use of TEMPUS facilities and channeling bilaterally funded exchange actions.

It is held that Community funds may be used only for activities between E.C. Member states and the eligible countries. They take the form and title of Joint European Projects, Mobility Grants for Staff and Students, and Complementary Activities.

Under Joint European Projects there are curriculum development activities involving the transfer of education/training know-how on trans-European basis which encompasses review, overhaul and restructuring of complete (or large parts of) curricula (inter alia in order to introduce a European dimension), large scale development of teaching material, including adaptation to the needs of the Central/Eastern European institutions and the development of multi-media education/training packages. Contemplated are continuing education and retraining schemes for higher education teachers and other trainers in priority subject areas, and for secondary education teachers undergoing higher education-level further training. They are supplemented by joint organization of short intensive courses on specialized topics in priority subject areas and language courses.

An open and distance learning provision has been designed in the eligible countries to enable students and employees to benefit from teaching programmes developed in EC, supplemented, where fitting, by local tuition provision. New or restructured existing higher education centres or institutions, where appropriate, are created to cater for particular education/training needs of eligible countries.

Facilities such as university libraries, teaching laboratories, teacher centres, documentation centres are to be upgraded. The universities' capacities for cooperating with industry are consummated through technology transfer units, education/training and consultancy advice to enterprises through small business centres, language centres etc.

As to practical specific actions -- education/training capacities at higher education level in priority areas, e.g. language and area studies relating to the European Community and

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the eligible countries respectively are increased by developing teaching materials and through exchange of training/retraining programs. And new teaching and training posts in priority areas e.g. in the field of European Studies at universities in eligible countries are to be established. Under the category - mobility grants for staff and students, we find that all mobility grants are in principle for the support of mobility in both directions between eligible countries on the one hand and the EC on the other. However, it is anticipated that flows in each direction may differ substantially in terms of numbers involved and categories of participants. There is no requirement for reciprocity. In this category, teaching and training assignments are carried out at the host organization for varying periods from one week to one academic year. Priority is given to the priority subject area.

Placements abroad are undertaken by university teachers (including language teachers) or administrators for varying periods of 1 to 6 months and visit grants are awarded for one week to one month. Grants are made to first degree level students undertaking study abroad (usually not for the first year of study) and to postgraduates undertaking further study (doctoral, teachers and even employees from eligible organizations).

In the case of students who have not yet finished their studies at their home university, precedence is given to applicants for whom the study abroad is recognized towards their home degree; special attention is given to those who intend to become teachers in a priority subject area or where otherwise there will be a multiplier effect. For applicants from EC countries in which attention is given where eligible countries offer interesting study possibilities outside the priority subject area, grants will be awarded for a study period at a higher education institution of normally between three months to one academic year or for longer periods to students seeking a further qualification in an EC Member State.

Under the rubric of complementary activities grants are given to association or consortia of universities. Support will also be awarded to associations of students, teachers or administrators provided they are endorsed by the universities concerned.

Support can be provided to organizations or individuals for publications and other information activities of particular importance for the overall objectives of TEMPUS. The support will be given primarily for the preparation of a specific publication or carrying out of a specific project offering a special interest in the light of the development of the TEMPUS scheme and will always be limited in time from the outset.

Support can be given to organizations or individuals representing such organizations for surveys and studies of the development of the higher education/training systems in eligible countries and their interaction with the EC and other Western countries.

Grants are awarded in youth exchange activities for short preparatory visits (up to two weeks) for the purpose of: learning about the structures in the host country/countries, establishing contacts with potential exchange partners, and participating in 'mixed' workshops on the development of compatible organizational schemes and exchange models.

Of course, there are older EC programs that are complementary to TEMPUS such as ERASMUS which promotes student mobility and cooperation in higher education within the EC, and COMETT which develops transnational training schemes in order to ensure the industrial and technological development of a unified Europe, and LINGUA which assists member states with the qualitative and quantitative improvement of foreign language teaching and training, by providing grants in support of mobility schemes and innovative projects in all sectors of education and training.

In addition YOUTH FOR EUROPE aids young Europeans in meeting together, becoming involved in Europe by running a joint project, discovering the twelve Member states of the Community, and in finding out what it is really like to live in each other's countries.

The YOUNG WORKERS' EXCHANGE PROGRAMME gives young workers (18-28) the experience of living and working conditions in another Member state so that they develop skills which they need for adult and working life, including how to relate to individuals from different cultural backgrounds, and they discover shared interests with other young people from other Member states which helps to develop an awareness of a common European identity. (TEMPUS 1990)

It is possible to anticipate minor difficulties arising in the TEMPUS program akin to problems resulting in the current relationship between the universities in Western Germany with three in Eastern Germany, a case in point being interaction between the Free University and Humboldt University in Berlin. Response from the West appears to be absorption and domination more than influence and help, via. After the Marxist catechismal and ideological departments were eliminated within the formerly Communist state universities, the Western universities seem to insist on the adoption of their own lecturing and research structure, procedure and methodology with respect mainly to the social sciences but also to the humanities and natural sciences.

These relationships will be sorted out in Germany, but I suggest that aspects of these difficulties will be visible in the short run with the assumption of superiority by E.C. universities to those in Central/East Europe affecting temporarily the operations of TEMPUS.

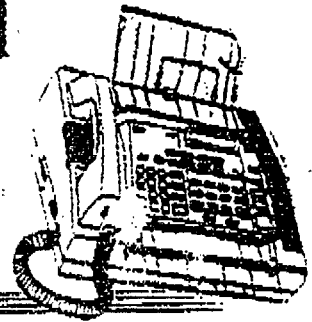
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TEMPUS - Academic Year 1990-1991 - The First Year of the Pilot Phase  
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# CUNY Graduate School and University Center

33 West 42nd Street, New York, NY., 10036



From: Prof. Henry Wasser

Address: Center for European Studies 33 West 42nd St. New York, NY 10036

Tel. (FAX): 212 642-2642

Tel. (Voice): 212 642-2977

TO: Desmond Dinan / Philippa Loustaunou

Address: 4000 North Fairfax Drive Suite 450  
ECSA Conference Center for EC Studies

Tel. (FAX): 703 875 0122

Tel. (Voice): \_\_\_\_\_

Comments: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

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